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ABSTRACT

The purpose of this study was to determine whether increased amounts of management training for newspaper editors correlated positively with higher levels of professional commitment. Subjects, 313 (of 500) newspaper editors working at 123 U.S. daily newspapers that were part of the Gannett, Knight-Ridder, or Scripps-Howard chains, responded to a questionnaire that dealt with amount of management training experience, level of commitment, and various demographics. Results indicated that: (1) the numbers of management training experiences correlated positively with professional commitment levels; and (2) management training and salary were the top predictors of professional commitment. (Three tables of data are included; 50 references are attached.) (RS)

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HOW MANAGEMENT TRAINING RELATES TO NEWSPAPER EDITORS' PROFESSIONAL COMMITMENT

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The purpose of this study was to determine whether increased amounts of management training for newspaper editors correlated positively with higher levels of professional commitment.

More than 300 editors responded to a mail survey. The study found that numbers of management training experiences did correlate with professional commitment levels. Those editors who received more training tended to be the higher-level editors who supervised larger staffs and made higher salaries.

ABSTRACT

HOW MANAGEMENT TRAINING
RELATES TO NEWSPAPER EDITORS' PROFESSIONAL COMMITMENT

The purpose of this study was to determine whether increased amounts of management training for newspaper editors correlated positively with higher levels of professional commitment.

Recent studies have shown that increasing numbers of mid-career journalists intend to leave journalism. This could leave the newspaper industry struggling with future changes without the help of some of its most experienced editors.

More than 300 editors responded to a mail survey. Numbers of management training experiences were compared to professional commitment levels. Commitment levels were determined through questions used in previous journalism studies and a questionnaire commonly used in other fields.

The study found that numbers of management training experiences did correlate positively with professional commitment levels. Those editors who received more training tended to be the higher-level editors who supervised larger staffs and made higher salaries. Management training and salary were the top predictors of professional commitment.

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HOW MANAGEMENT TRAINING RELATES TO NEWSPAPER EDITORS' PROFESSIONAL COMMITMENT

INTRODUCTION

Although newspapers are one of the country's biggest employers, surprisingly little attention has been paid to management within newsrooms by newspapers, editors or even media researchers (Stone, 1987).

Because of difficulties inherent in newsroom management and a skepticism many journalists have toward management practices, few newspapers have been motivated to explore their editors' role in the newsroom.

However, these questions are increasingly important because recent studies show that growing numbers of mid-career journalists intend to leave journalism. If this is true, newspapers face serious problems in the future without experienced professionals to help lead the way through the dramatic changes looming on the industry's horizon.

In the 1980s, Weaver and Wilhoit (1986) found that 11 percent of journalists, many of whom were mid-career journalists, intended to leave the field. This was up from 7 percent (of primarily younger reporters) in 1976 (Johnstone, Slawski & Bowman), indicating that the field is losing more journalists who are in their prime. Similarly,

in 1984, Burgoon, Bernstein, Burgoon and Atkin found that 16 percent of 1,118 journalists did not intend to remain in journalism and another 16 percent were "neutral." Of those who have already left journalism, poor management and low salaries were cited as main causes by Fedler in 1988.

Problems within newspaper management are due in part to lack of management skills. Editors typically have been chosen because of their editorial skills, not their "human relations" skills. After being promoted, editors have not been encouraged to learn management skills (Willis, 1988). Editors also manage aggressive professionals who can make difficult employees (Willis, 1988).

However, newspapers are changing attitudes toward their editors, and are starting to look at editors' roles in the newsroom to see how effective they are.

First, newspapers are losing readers and must find new ways to recoup the losses (Fielder & Barnum, 1987). Newspaper growth today depends on how newspapers respond to competition for readers' time and competition from other media for advertising dollars (Udell, 1990). Second, many newspapers now belong to media chains, corporations with an eye on the profit line and productivity. Chain newspapers have doubled since 1960, with only 30 percent of all daily newspapers independently owned (Busterna, 1988). Third,

newspaper employees are different today, with most being college educated and looking for professional working environments, as well as satisfying work (Moore, 1989). And the number of women and minorities in newsrooms is growing, creating diversity that editors must manage as well.

In response to these changes, some newspapers are providing management training for their editors. This training may come in the form of outside seminars, university classes or in-house speakers or work sessions. For instance, Bennett (1985) found that 62 percent (42) of managing editors sampled had participated in training seminars or on-the-job management training. Similarly, Ogan (1983) found that a majority of 401 top-level newspaper managers had participated in some form of management training.

This study was designed to test for correlations between management training levels and professional commitment levels of newspaper editors. If more training is found to correlate with higher professional commitment, it would suggest that management training can positively benefit the industry by helping keep already experienced people in the newsrooms. Editors trained as managers and committed to their careers can help improve the quality of their newspaper and their work environment, and provide creative and necessary input for the years ahead.

LITERATURE REVIEW

A. Organizational and Professional Commitment

Most of the available literature on commitment looks at organizational commitment. Most studies on professional commitment, done mainly in the late 1970s, relate it to organizational commitment.

Organizational commitment has been defined as "the relative strength of an individual's identification and involvement in an organization" (Mowday, Porter & Steers, 1982, p. 27).

As an independent variable, organizational commitment has been found to be significantly negatively correlated with employee absenteeism and turnover (Mowday, Steers & Porter, 1979; Koch & Steers, 1978; Steers, 1977; Porter et al., 1974). In contrast, a positive correlation has been found between organizational commitment and job performance (Steers, 1977; Mowday et al., 1982).

As a dependent variable, organizational commitment has been found to be positively correlated with: job satisfaction (Bartol, 1979); personal characteristics, such as tenure, age and education (Sheldon, 1971; Alutto, Hrebiniak & Alonso, 1973); degree of job challenge (Buchanan, 1974); job rewards, including salary (Rusbult & Farrell, 1983); job involvement (Stevens, Beyer & Trice, 1978); and side

bets, or other considerations outside the job itself, and sunk costs, or what individuals have personally invested in a job (Becker, 1960; Farrell & Rusbult, 1981; Hrebiniak & Alutto, 1972; Rusbult & Farrell, 1983).

Organizational commitment has been measured primarily through the use of scales (Griffin & Bateman, 1986). The major scale now used is the Organizational Commitment Questionnaire, or OCQ. For methodology, commitment has been studied mainly through cross-sectional surveys.

Professional commitment, or professionalism, in early studies was considered one end of a cosmopolitan/local dichotomy, where the "cosmopolitans" were identified in part as those with low commitment to the organization and high commitment to their specialized role skills (Gouldner, 1957). However, professionalism later was identified as a multidimensional construct, with five attitudinal dimensions: desire for professional autonomy, commitment to the profession, identification with the profession, professional ethics and belief in maintaining standards among fellow professionals (Kerr, Von Glinow & Schriesheim, 1977).

Thus far, commitment to a career appears to be compatible with, but not dependent on, organizational commitment, although early researchers assumed the two were in

conflict with each other (Gouldner, 1957). Researchers now say employees may be high in both commitments, low in both, or somewhere between. For instance, one study found no relationship between the two commitments, but found they could be compatible under some circumstances, specifically, when the employee perceives that professionalism is valued by the organization (Thornton, 1970; Bartol, 1979).

Career commitment has been found to have a positive, if weak, relationship with overall performance effectiveness (Wiener & Vardi, 1980).

B. Commitment to the Journalism Profession

Commitment in journalism has not enjoyed much attention. In the studies available, generally, a majority of journalists were found to be committed professionally. In one study, professional commitment was determined by asking: "Where would you most like to be working in five years -- in the news media or somewhere else?" Those who answered "news media" (85 percent) were committed to the profession (Becker, Sobowale & Cobbey, 1979). In another study, 68 percent of journalists said they intended to remain in the field, and 16 percent intended to leave (Burgoon et al., 1984).

Other variables also have been shown to be important in journalists' commitment, including higher pay and

benefits, working for smaller organizations, high professional involvement and job satisfaction (Becker et al., 1979; Weaver & Wilhoit, 1986). Those committed also were more likely to be female (Burgoon et al., 1984).

In a different vein, researchers found no solid connections between "job fit" and job satisfaction and commitment (Sohn & Chusmir, 1985), even though previous studies of seven other occupations showed that a good job fit was a significant predictor of job commitment.

Weaver and Wilhoit (1986) found the greatest difference between their commitment findings and earlier findings by Johnstone et al. (1976) was in professional values. Those reporters who wanted to leave the profession were more likely to give higher ratings to factors such as autonomy, freedom from supervision and a chance to help people. Also, the longer reporters had been working the more likely they wanted to leave the field, although in other professions a longer tenure results in increased commitment. Those with higher degrees also were more likely to want to leave.

Those working for larger organizations and those working for group-owned papers were more likely to be professionally committed, as were those with journalism undergraduate degrees.

C. Management Development And Training

The field of management development and training has seen a major change in the last decade because of the change in what is required of today's managers. Most managers in years past operated under a strict hierarchical system, with managers assuming a "do-it-my-way-or-else" role (Skrzychi, 1990). However, the business scene has changed radically because of international competition, fast-changing technology and a more highly skilled workplace, and today's managers have had to change with it (Carnevale, 1988). Today's manager is expected to be a "leader, communicator, team member, teacher, learner and career consultant" (Carnevale, 1988, p. 19).

One study looked at the management training practices of 1,000 large and small private U.S. companies (Saari, Johnson, McLaughlin & Zimmerle, 1981). Among the results, most used on-the-job training, formal training/education programs and special projects or task forces. In more formal training, a high majority used external short-course programs and company-specific programs; some also used university programs.

Effectiveness of Management Training

Even with the growing proliferation of training offered to managers, relatively few studies have been done on

the effectiveness of training programs.

There is no comprehensive theory on the effectiveness of managerial training (Wexley & Baldwin, 1986). However, researchers now are beginning to focus on this aspect of management development, including a focus on the estimation of the dollar value or utility of training programs (Wexley & Baldwin, 1986).

Some researchers have found that managerial training is effective. For instance, one longitudinal study found that a human relations training program resulted in higher leadership and performance scores (Hand & Slocum, 1972).

Other studies found that training methods are effective but depend on the specific objective to be reached; some are effective for some objectives but not others (Carroll, Paine & Ivancevich, 1972; Burke & Day, 1986). Another study found that benefits outweighed the cost of a management training program by a 6:1 ratio (Cascio & Gilbert, 1980).

Companies appear to believe that their management training is effective per se. For example, in one study, most of the respondents believed the programs provided new ideas and a majority thought training improved efficiency (Bures & Banks, 1985). In another study, 91 percent said

their management training programs were effective, although about 44 percent were "uncertain" if their effectiveness measurements, which included turnover rates, formal testing, surveys and interviews, were reliable (Lundberg, Dunbar & Bayless, 1973).

D. Management Training Practices in Journalism

Research studies into management and management training practices inside newsrooms are limited, and most have been done as recently as the 1980s.

In general, the studies report that more editors are becoming involved in "managing" as opposed to "editing," and this change has posed problems for editors as they grapple with day-to-day management problems. They specifically have problems with staff motivation, time management and their own lack of management expertise (Bennett, 1985).

Recent studies show more editors participating in management training, especially seminars. In 1980, Ogan reported that a majority of 364 mid-level newspaper managers (including non-editorial) participated in some form of management training. Then in 1983, Ogan found in a five-year update of 401 newspaper managers that a high majority had participated in some form of management training.

Bennett's 1985 study examined the management role

of 68 daily newspaper managing editors in California. He found that a majority (62 percent) had participated in seminars, but 25 percent said no similar training was available to them. Of those who participated in management training, a majority said the training was valuable to them, and would have been valuable if they had received it before starting their jobs. About half said they learned to manage through trial and error and through experience.

E. Hypothesis

From the studies reviewed, this hypothesis was offered: A higher number of management training experiences will show a positive relationship with newspaper editors' professional commitment to journalism.

METHODS

The Sample

A questionnaire was mailed to 500 newspaper editors at 123 U.S. daily newspapers in December 1990 and January 1991. The selected editors worked for Gannett, Knight-Ridder or Scripps Howard newspapers.

A 62.6 percent response rate (313 responses) was received from the total mailing of 500.

Editors at newspaper chains were selected because a random survey nationally might have resulted in too few re-

spondents with management training experience. The ability to tap more training experiences and thereby increase the richness of results was expected to overcome some of the disadvantages of not using a national random sample. In addition, journalists working for chain-owned newspapers showed a higher professional commitment than those working for independent newspapers (Weaver & Wilhoit, 1986).

This study focused on the middle management levels so the sample would be more homogenous. Editors at the top levels ("executive editor") and at the lowest levels ("garden editor") generally were omitted. However, because of the diversity of "middle management" positions at these newspapers, each position was selected for inclusion individually, with the size of the newspaper and the possible duties of each editor taken into consideration.

The editors' names and positions were taken from the 1990 Editor & Publisher International Yearbook. The newspapers were divided into four circulation categories, and a stratified random sample was pulled.

Measuring Instrument

The questionnaire included 22 questions that dealt with amount of management training experience, level of commitment amd various demographics.

Respondents were asked how many management training

experiences they had had in the last three years away from their newsroom and at their newsroom. For analysis purposes, management training was defined as the total number of experiences each editor had marked.

Respondents were asked about their intent to stay at their newspaper and in the journalism profession. Two questions made up the Journalism Intent To Stay Scale (JITSS). This scale was designed to test the strength of respondents' intent to stay in the journalism profession. It was devised from a question asked by Johnstone et al. (1976) to provide a basis for comparison with journalism studies that used this question to measure commitment.

The JITSS includes two questions: "Where would you most like to be working in five years -- in the news media or somewhere else?" and "For your answer, how strongly do you feel about it?" For the second question, the answers ranged on a continuum from "very weak" (or 1) to "very strong" (or 5) to test the strength of respondents' attitudes about remaining in the profession. For analysis purposes, the answer "news media" was coded as 1, and the answer "somewhere else" as -1. The JITSS was defined as this answer multiplied by the continuum score. Therefore, those with low commitment would have a negative score.

Eight items made up a shortened form of the Organi-

zational Commitment Questionnaire or OCQ. Following Aranya et al. (1981), the word "organization" was replaced with the word "profession" on the scale items, so the items would test for professional commitment. (This study refers to the scale as "OCQ" throughout for identification purposes with the original scale.) The original shortened form of the OCQ, as tested by Porter et al. (1974) included nine positively-worded questions. Due to an oversight, this scale is comprised of eight of those nine. However, analysis of the eight items showed a reliability coefficient of .82.

RESULTS

Higher numbers of management training experiences did show a positive relationship with increased commitment to the profession.

A highly significant relationship was found between amount of management training and professional commitment using the OCQ items, and a significant relationship was found between training amounts and the JITSS.

This follows with the literature that increasing job performance (through training) can lead to increased commitment. It can be surmised that editors who undergo more training may feel that their newspapers value their

work enough to pay for additional training and that the training is effective in helping the editor manage his/her newsrooms, therefore increasing commitment.

A causal relationship cannot be drawn from these results because the correlation between professional commitment and training also could be related to age, salary, years in the field, responsibility held or other variables.

However, a multiple regression analysis that tested the question "Does management training predict professional commitment more than age, years in the profession and salary?" found that salary and number of management training experiences, respectively, are the strongest predictors of commitment on the OCQ scale.

This suggests that newspapers that wish to increase the commitment of their editors should not look at editors' age or years of experience as automatic guarantees of commitment to the profession. According to these results, increased salary and training, both variables that newspapers have control over, may increase editors' commitment to the profession. This is a promising finding because it suggests that newspapers can have a direct effect on their employees' commitment, depending on what opportunities they choose to offer.

Training levels did not correlate with editors' in-

tentions to stay at their current newspaper, indicating that management training is not a factor in their feelings about staying at their current job, even while it may increase their commitment to stay in the profession.

Other variables did correlate with higher training levels. These were number of people supervised, supervision of other editors, title and salary. That is, those editors who received more training were those with more responsibility: they supervised larger staffs, including other editors; their titles were higher in the management system; and they made more money. Perhaps newspapers are "protecting their investment" in their higher-salaried editors by offering them management training. It also suggests that newspapers still do not consider their mid-level editors to be "managers" in need of management training.

More research is needed to gauge the impact of the training itself and how it might be affected by various variables, and also to see if training could be an outcome of commitment instead of the other way around.

Journalism Intent To Stay Scale

The JITSS was composed of two questions: "Where would you most like to be working in five years -- in the news media or somewhere else?" and "For your answer, how strongly do you feel about it?" (see Table 1). Eighty-three

percent indicated they wanted to stay in the news media and 17 percent wanted to go somewhere else, suggesting a strong desire by most of the editors to stay in the profession.

For the second question, 41 percent said they felt "very strongly" about it, 34 percent said "strongly," 19 percent were neutral and 6 percent said "weakly" or "very weakly." A chi square analysis of these two questions shows a highly significant difference, with those wanting to stay in the profession far more certain about their view than those hoping to leave.

About 46 percent of those who said they wanted to stay in the news media felt "very strongly" about their answer, while only about 18 percent felt "very strongly" about wanting to work somewhere else. Another 33 percent felt "strongly" about staying in the profession, while 45 percent felt "strongly" about going elsewhere. Sixteen percent were neutral on staying in the news media, but almost 30 percent were neutral on leaving the profession. Only small percentages felt "weakly" or "very weakly" on either leaving or staying. Of those who answered "very strongly," almost 93 percent were editors who wanted to stay in the media.

From these results, it appears that those who want to stay in the profession have strong feelings about it,

while those who want to leave may be more ambivalent about their feelings.

The JITSS showed a positive significant relationship with the OCQ items, indicating that the JITSS is a reliable scale for journalism researchers to use when examining professional commitment of journalists.

Training Scale

The management training scale was composed of the number of out-of-office training experiences added to the number of in-house training experiences (see Table 2). Of these editors, 29 percent reported having no management training experiences outside their newspaper office in the last three years, while 27 percent reported having none at their newspaper office. However, only 12 percent reported no training either in-house or out-of-office.

More editors had in-house training experiences than out-of-office. This could be because in-house training is less expensive, less time consuming or less formal, such as staff meetings on management issues.

For total number of training experiences, 12 percent had none, 12 percent had one, 7 percent had 2 and 7 percent had three. These make up 38 percent of the sample, averaging one training experience a year or less.

The number of in-house training experiences showed

a moderate correlation and high significance (.25, $p<.01$) with the number of out-of-office training experiences. This indicates that those who participated in one type of training also tended to participate in the other.

Although only 12 percent did not participate in any training, the figures indicating number of experiences still show that management training is not a priority for many of these editors. About half of the editors had experienced one or fewer training sessions per year. However, the 12 percent who experienced no management training is a figure considerably lower than the 25 percent found by Bennett in his 1985 study of California managing editors. It is also slightly lower than the average of 13 percent who had no training in Ogan's 1983 study, although Ogan studied only top-level managers who might be expected to have more training opportunities. This indicates that this sample achieved one of its goals: to provide a large enough sample with sufficient management training experiences to make comparisons possible.

Seventy-five percent of the editors said they had no training experiences planned for the following year, with several citing budget cuts or budget uncertainties as the reason. This probably is because of the revenue problems many newspapers experienced in 1990-91, with advertis-

ing revenues down significantly across the country. This suggests that training is considered more of a luxury than a necessity and is available only in "good times."

Other findings

For this study, comparing salary against the OCQ items showed that, of the five salary groups, the highest salary group had significantly more commitment than those who made $25,000-$34,999 or $35,000-$44,999. In addition, those in the second-highest category were more committed than those making $25,000-$34,999. The JITSS also showed that the second-highest group showed a significantly higher intent to stay than those making $25,000-$34,999.

These results show that those making the highest salaries tend to be more committed to the profession. However, mean scores for commitment (OCQ items) show that the lowest-committed editors were those in the $25,000-$34,999, followed by those making $35,000-$44,999 (see Table 3). The middle group, surprisingly, was those editors making $24,999 or less. Perhaps these editors are younger or have just entered the management ranks, and are still motivated more by enthusiasm than by more practical reasons.

The mean scores for training experience show clearly that the higher a salary, the more training an editor is likely to receive (see Table 3). This suggests that the

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higher-paid editors are, the more likely they are to undergo some type of management training and vice versa.

Comparing the commitment of these editors to their newspaper and to their field, 83 percent hoped to stay in the news media, while only 55 percent hoped to stay at their newspaper (see Table 1). This was similar to findings made by Becker et al. (1979), who found that 85 percent were committed to the profession, while about 60 percent were committed to their newspaper. This is a strong indication that many journalists are committed to the profession but not necessarily to their newspaper, and newspaper commitment may be on the decrease.

Intent to leave the profession also appears to be on the increase. Seventeen percent of these editors wished to work outside the news media. This figure is higher than the 11 percent who intended to leave the field, according to Weaver and Wilhoit (1986), and the 7 percent found in 1976 by Johnstone et al. It is slightly larger than the 16 percent found by Burgoon et al. in 1984; so it would appear that the percentage of those who intend to leave the field could be growing.

This may be particularly disturbing as this sample includes only editors, most of whom have been in the field more than 10 years, who hold positions of authority and

decision-making, and who would be more difficult to replace than younger journalists. The sample from Burgoon et al. (1984) included reporters as well as editors, so that sample probably had an overall younger population with fewer years in the field.

Editors may be committed to the profession, but tenure in their organization is not a factor in increasing commitment to the profession. Newspapers should be aware that their longer-tenured editors may not necessarily be committed to the organization, but are working there mainly because of the opportunity to practice journalism. These editors will be more willing to leave if a better offer comes along unless they are given other incentives to stay. Higher salaries, more responsibilities and management training may be effective incentives.

CONCLUSIONS

This study presents evidence that management training for newspaper editors may have an important effect on editors' commitment to the journalism profession.

In this study, those editors with more management training experiences showed significantly more professional commitment on the standardized OCQ scale and on the Journalism Intent To Stay Scale.

This indicates that editors who participate in management training may be more likely to stay in journalism, thus giving all newspapers more editors who have more to offer in terms of their years of experience and commitment to their work.

However, newspapers should be prepared to pay the price for these experienced, committed editors, as salary was the top variable that predicted commitment to the profession. This is important because low salaries have long been a problem for many journalists, and salary level has been cited by many as a reason to leave the field (Fedler et al., 1988; Weaver & Wilhoit, 1986).

Salary and training as predictors indicate that journalists, while already committed to their work, are willing to take their efforts even further if offered what they perceive to be adequate salary and benefits and also attention to their problems as managers.

This would be of obvious advantage to newspapers, which could only benefit from their editors' increased efforts. In addition, salary was one of the main predictors of editors' intent to stay at their newspaper. This means that newspapers that pay adequate salaries would get the added benefit of inducing their editors to stay longer at their current newspaper, giving the publishers longer use

of a well-trained editor committed not only to his or her work, but also one familiar with the organization and its goals.

For practical purposes, newspapers should take note of the fact that the two top predictors of commitment to the profession are higher salaries and increased management training, two things newspapers can readily provide depending on their motivation to do so and their budgets. This finding also should be of interest to researchers, as recent research into organizational commitment has shown a budding link between organizational characteristics and commitment, as opposed to employee characteristics (Glisson, 1988). It may well be that organizations, including newspapers, can have much more effect on their employees' commitment than previously thought.

This may be even better news for newspapers, as it appears that many editors who say they want to leave the media do not feel strongly about it. In fact, 37 percent of those who said they hoped to work somewhere besides the media felt only neutral or "weakly" about it. If in fact newspapers can take specific actions to increase commitment, probably many editors would be open to reasons to stay, given the right incentives.

The training that is now offered to editors tends

to be focused on higher-level editors who have the largest staffs to supervise and who make the most money, indicating that the higher an editor goes in the hierarchy, the more training he or she will receive. This leaves the lower editors to figure out management problems for themselves, with little help. More training offered to these editors could result in higher professional commitment and higher productivity, and could help these editors feel more a part of the newspaper's management team. Although training levels did not relate to newspaper intent to stay, it can be surmised that management training could only benefit the newspaper that offers it through higher productivity (both for the editor and his or her employees) and higher morale, thus resulting in a higher quality news product.

Future Research

1) More studies are needed on how management training affects the job performance, satisfaction and commitment of editors and their employees.

2) More commitment studies are needed that include journalists who have already left the field, to compare attitudes with behavior.

3) More research is needed on professional commitment as a variable distinct from organizational commitment, and on the use of the OCQ to test professional commitment.

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TABLE 1:
JOURNALISM INTENT TO STAY QUESTIONS

Journalism Intent To Stay:
Where Hope to be in 5 Years

(N=293)		
News media	242	83%
Somewhere else	51	17%

How Strongly Feel About Staying/Not Staying in Journalism

(N=305)		
Very weakly	2	1%
Weakly	16	5%
Neutral	59	19%
Strongly	103	34%
Very Strongly	125	41%

Journalism Intent To Stay Scale Items

	Hope to be in Media (N=242)		Hope to be Somewhere Other Than Media (N=51)	
	Frequency	Percent	Frequency	Percent
Very Weakly	1	1%	---	---
Weakly	11	4%	4	8%
Neutral	39	16%	15	29%
Strongly	80	33%	23	45%
Very strongly	111	46%	9	18%

$x^2 = 15.07$; d.f.=4; $p < .01$

Newspaper Intent To Stay:
Hope to Stay at This Newspaper

(N=294)	Frequency	Percent
Yes	162	55%
No	132	45%

TABLE 2:
NUMBER OF MANAGEMENT TRAINING EXPERIENCES

Number of Out-of-Office Training Experiences

(N=302)	Frequency	Percent
None	86	29%
1	55	18%
2	42	14%
3	29	10%
4-5	47	16%
6-up	43	15%

Number of In-Office Training Experiences

(N=287)		
None	77	27%
1	30	11%
2	32	11%
3	22	8%
4-5	41	14%
6-10	49	17%
11-up	36	13%

Number of Total Experiences

(N=283)		
None	33	12%
1	33	12%
2	21	7%
3	21	7%
4-5	36	13%
6-10	66	23%
11-up	73	26%

Number Planned in the Next Year

(N=286)		
None	213	75%
1	40	14%
2	9	3%
3	10	4%
Over 3	14	5%

TABLE 3:

MEAN SCORES:
OCQ ITEMS COMPARED WITH SALARY
AND
NUMBERS OF MANAGEMENT TRAINING EXPERIENCES
COMPARED WITH SALARY

A. OCQ ITEMS COMPARED TO SALARY

(N=303)

Salary	OCQ Mean
$24,999-under	30.33
$25,000-$34,999	28.05
$35,000-$44,999	29.15
$45,000-$64,999	30.77
$65,000-up	31.94

analysis of variance; p=.01
(mean range=0-40)

B. NUMBERS OF MANAGEMENT TRAINING EXPERIENCES
COMPARED TO SALARY

(N=273)

Salary	Mean of Training Numbers
$24,999-under	3.83
$25,000-$34,999	5.13
$35,000-$44,999	7.65
$45,000-$64,999	7.47
$65,000-up	10.24

analysis of variance; p=.01